

## LESSON PLANNING

Student had missed previous lesson on Battle of Britain. I sourced resources and prepared information for 'catch up' during registration and lesson starter.

This included, providing topic worksheet and showing the lesson Powerpoint presentation from the schemes of work.

## Year 8 / History

Significance of events in World War II - Battle of Britain (1<sup>st</sup> half of lesson)



I scribed student's responses verbatim and used whiteboard to enable student to copy small pieces of text comfortably. This maintains pace with the rest of the class and the student's confidence in achievement during 'catch up' session.

I promoted learning relating to **DRICE**

Develop DeepThinking  
Role Model  
Impact  
Challenge  
Engagement

Questioning relating to levels of thinking

Profound  
Deep  
Shallow

I re-enacted the German and British battle tactics and **role modelled** interest and enthusiasm. This had **impact** and **challenged** thinking. Student was **engaged** as reiterated the points back to me, thereby securing his understanding and enabling me to evaluate his **progress** in the lesson.



Our **shallow** thinking was, **how** did the British and Germans fight and what were their tactics?

Our **deep** thinking was, **what** were the problems and strengths of these different battle strategies?

Our **profound** thinking was **how's** and **why's**. Relating the Battle of Britain to significance by how it was **Remembered**, how the event **Resulted in change**, how was the event **Remarked upon**, what does it **Reveal** and how does it **Resonate** today.

Student discussions developed **ideas** and allowed **thinking time** to process. I interacted with **pairs/groups** to give **positive feedback** to extend thinking.

## MY RADAR: Support for differing needs

Physical and learning need - Learning support, physical support in specialist wheelchair and writing support to keep pace with the lesson.

Aspergers and Autistic Spectrum Condition - Support to begin task, prompts to stay on task and checking comprehension. Differentiated resources.

Visual condition - Check vision, provide appropriate visual resources.

**Class as a whole** – Respond to requests for help. Rove classroom to check students are on task and comprehension. Extending thinking with higher order questions, in this instance through the significance indicators of the 5 R's.

